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ABSTRACT

A project was conducted to implement a competency-based semester course in marriage and the family that was geared toward high school students. Four experienced consumer and homemaking teachers developed a series of 33 competencies that were verified by 11 teachers and state staff members from across Virginia. Next, a curriculum guide was developed and evaluated by 12 teachers. The guide was then revised to incorporate the suggestions made by those evaluating it. All of those teachers who either used or reviewed the guide were quite pleased with it; however, because some teachers felt that the guide included more material than could be covered in 18 weeks, it was recommended that teachers use only those parts of the guide that they deem necessary for their own students. (Appended to the guide are a competency verification chart, a chart summarizing teacher evaluations of the guide, a master list of the competencies addressed in the four units included in the guide, a bibliography, and a project balance sheet.) (MN)

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FINAL/ANNUAL REPORT

PROJECT: IMPLEMENTATION OF COMPETENCY BASED EDUCATION
IN MARRIAGE AND THE FAMILY

VA-84-C-133-1-HE-OOIC

CURRICULUM DEVELOPMENT

CONDUCTED UNDER
VOCATIONAL EDUCATION AMENDMENTS 1976
PUBLIC LAW 94-482

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ABSTRACT

TITLE OF PROJECT: Implementation of Competency-Based Education in Marriage & the Family(Consumer & Homemaking Semester Course 8272)

TIME PERIOD: July 1, 1983 to July 31, 1984

GOALS & OBJECTIVES:

1. Develop a list of competencies for Marriage and the Family. 2. Develop an instructional resource guide with format provided by the State Department. 3. Implement and field test the resource guide. 4. Evaluate the instructional resource guide. 5.. Proved guide to the State Department of Education.

PROCEDURES FOLLOWED:

We selected four experienced Consumer & Homemaking teachers who developed the competencies. These were verified by 11 teachers and state staff members from across the State. The guide was developed and evaluated by 12 teachers. Revisions and additions were made according to suggestions.

RESULTS:

All teachers using or reviewing guide felt it was very good. Some made suggestions for additions or corrections.

EVALUATION:

12 teachers & staff members evaluated the Materials. Some made suggestions for additions or deletions, which were considered for the final draft.

CONCLUSIONS & RECOMMENDATIONS:

Some teachers said that there was more materials than could be covered in 18 weeks, so it is recommended that each teacher use the competencies that are appropriate for th students.

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Implementation of Competency-Based Education
in The Marriage and the Family

PROBLEM AREA: To develop curriculum for Marriage and The Family for use in the State.

GOALS & OBJECTIVES:

1. To develop a list of competencies students should acquire to complete the "Marriage and the Family" semester course.

   Materials were reviewed and a list of competencies were agreed upon by four teachers in this area that were selected to write the curriculum. These were sent to twenty-six teachers across the state for verification. The lists of teachers were supplied by the local Home Economics Supervisors. The lists were returned by eleven teachers at the end of July and were used for the basis of the competency list. (See Table 1: Competency Verification Chart.)

2. To develop an instructional resource guide according to the format provided by the State Department of Vocational Education.

   This was where all the work was involved. Four teachers developed the first two units in July and August. Because of distance and involvement with teaching, two of the teachers were unable to help develop the last two units. They did help with evaluation and other suggestions. These units were developed by the remaining two teachers.

3. To implement and field test the resource guide in three or more high schools in the Roanoke area.

   The resource guide was not finished before school started because of limited time remaining after project approval. Therefore, only the first two units were used by teachers the first semester. The final two units were sent out to the teachers in late winter for field testing, so results came in to us after school was out. We planned to have three teachers in this area field test the curriculum. Since only a few teachers in this area teach the semester course (most use the year course), and materials were not completed last summer, only one teacher field tested all of the materials the first semester as planned, plus three the second semester.

4. To evaluate the instructional resource guide according to data gathered from field test.

   Therefore, since only one teacher tested all materials the 1st semester we selected a number of teachers across the State to send these materials to for their evaluation and suggestions. One-half of these teachers were different from those that validated the competency list. There were twenty-two teachers selected and twelve people evaluated the materials. All teachers said the materials were either "good", "very good", or "excellent". Some said a few of the competencies over lapped with some of their other classes. No pattern was set for eleminating any of the competencies. (Please see Table 2: Summary of Evaluation Sheet sent out to the teachers.) Again we had some very good suggestions for changing and adding to our curriculum materials. The final four tasks/competencies were suggested in this evaluation and number I-4.3 was another suggestion by several teachers and from the field test teachers. We changed all of the (many suggested) tasks/competencies to some degree, but included them in the final draft. Of course, we have

some doubts that I-4.3 will be allowed to stay in the state guide. We made many ccrrections and changed some of the competency wording to criterian referenced measures after the first evaluations. Then several local Supervisors were asked to look at the material. Three made suggestions, some of which were included. The final review was by two homemakers and then two free-lance home economist who are presently serving on the Roanoke City and the Roanoke County Consumer and Homemaking Advisory Committee for these school systems.

A copy of the curriculum materials were provided to Dr. Ned Swartz on July 2, 1984. We have finished the bibliography and some additions of audio-visuals and typing of the final four competencies. These are being mailed to Dr. Kay Brown on July 20, 1984. A copy will be sent to Miss Carolyn Driver.

DESCRIPTION OF PRODUCT DESIGN:

Procedure has been described under goals and objectives. The original general outline for procedure was good, however could not be completely followed because of change in when materials were developed. (See table I and II for instruments used.)

RESULTS:

A Curriculum Guide was developed for Marriage and the Family with four units and 37 competencies. This was well received and complemented by 12 teachers and three supervisors.

EVALUATION:

We feel the addition of a large number of people to evaluate the materials was really a much better way than to have only one or two people field test the materials. It is a much better way to determine what teachers need across the State and will use with their students.

CONCLUSION:

Suggest in the future that a similar procedure be followed to have materials evaluated as this will give a better composite picture of the needs and objectives used by people across the whole state.

APPENDIX

TABLE 1: Competency Verification Chart

	CLAIRE CEBERT	YA	PATRICIA HUSH	CAROLYN DAVIS	JOE PEABODY	PURIMOUTH YA	MARILYN WILSON	MCLEOD YA	NANICE BEAUMAN	RICHMOND YA	VALESA RAPIER	PURTSMOUTH HI	NANCY HENDERSON	FAIRFAX YA	GERTRUDE POINTER	DOREDLK	BRENDA KENNARD	CHARLOTTSVILLE	NANCY LOVE	EA
1. Analyze Personality Traits	3		2		2		2		3		1		3		3		2		3	
2. Describe ways to make and keep friends.	1		2		1		2		2		3		3		1		3		3	
3. Distinguish between Hereditary & Environmental characteristics	1		2		2		2		2		3		3		2		2		2	
4. Identify basic human needs	3		2		3		3		3		3		3		2		3		3	
5. Define values	2		2		3		3		3		2		3		3		3		3	
6. List procedure for Making decisions	3		2		2		3		3		2		3		2		3		2	
7. Identify roles of Family members	2		3		3		2		3		2		3		2		2		3	
8. Identify ways to improve family relations	2		3		3		3		3		3		3		3		3		3	
9. Recognize various types of relationships	2		3		3		2		2		3		3		3		1		3	
10. Identify desirable qualities of dating partners	2		3		2		2		2		3		3		3		2		3	
11. Summarize purpose of an engagement period	3		3		3		2		3		3		3		3		3		3	
12. Distinguish between romantic & productive love	3		3		3		2		3		3		3		3		2		3	
13. Evaluate wise mate selection	3		3		3		2		3		3		3		3		2		3	
14. Identify legal restrictions on marriage (Legal aspects)	2		3		3		1		3		3		3		3		3		2	
15. Plan a wedding, reception, and honeymoon.	2		3		2		1		3		3		3		2		3		2	
16. Identify adjustments that make marriages work.	3		3		3		2		3		3		3		3		3		3	
17. Explore first career choice	1		2		1		2		3		3		1		1		3		2	
18. Prepare family budget on anticipated family income	3		3		2		1		3		1		2		3		2		3	
19. Determine conditions that influence Best time to become a parent.	3		2		3		3		3		2		2		3		3		3	
20. List characteristics of a good parent-child relationship.	2		2		3		3		3		3		2		3		3		3	
21. Explore causes of marital conflict	3		3		3		2		3		3		2		3		2		3	
22. Identify possible family crisis & list ways of coping	3		3		3		2		3		3		3		3		2		3	
23. Explore ways to contribute to successful family living.	2		3		3		1				3		3		2		2		3	

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	CLAIRE LIEBERT	VA BEACH	PATRICIA HUGHES	STAUNTON	CAROLYN DRITER	SUE PEDDEN	PORTSMOUTH VA	MARILYN WILSON	MCLEAN VA	MARIE BOUMAD	RICHMOND VA	VALLEY JAPIER	PORTSMOUTH VA	NANCY HENDERSON	FAIRFAX VA	GERTRUDE PORTER	LORFOLK	BRENDA KOVARIK	CHARLOTTESVILLE	NANCY LOVE
24. Explore realities vs. expectations in marriage.						3														
25. Devlop desirable in-law relationships			3																	
26. Shower etiquette and writing thank-you notes.			3																	
27. Menu planning on a newly-weds budget.			3																	
28. Choosing insurance for newly-weds			3																	
29. Explore the various ways of becoming parents (adoption vs natural)				3														3		
30. Identify characteristics of a mature individual.				3																
31. Identify characteristics of a good mother or father				3																
32. Identify characteristics of different types of housing.				3																
33. Identify characteristics of family financial security.				3																

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TABLE 2: SUMMARY OF:
EVALUATION OF CURRICULUM FOR MARRIAGE & THE FAMILY
SEMESTER CLASS

Please check blank to show your reaction to each objective and Criterion-Reference Measure. Please check in appropriate box: 3-ok as it is; 2-weak (change); 1-omit.

(We would appreciate your written comments and suggestions and returning those pages of curriculum materials with your comments. We would also like to have copies of check sheets, hand-outs or materials that work for you.)

UNITS	OBJECTIVE #	OBJECTIVES 1	2	3	C-R M 1	2	3	COMMENTS
I	I-1.1			9			9	
	I-1.2		1	8		1	8	
	I-1.3		1	8		1	8	
	I-1.4		2	7		2	7	
	I-1.5		2	7		2	7	
	I-2.1	1		8	1		8	
	I-3.1			9			9	
	I-3.2		2	7		2	7	
	I-3.3			9			9	
	I-3.4		2	7		2	7	
	I-4.1		1	8		1	8	
	I-5.1		1	8		1	8	
II								
	II-1.1		2	7		2	7	
	II-1.2			9			9	
	II-2.1			9			9	
	II-2.2		1	8		1	8	
	II-2.3			9			9	
	II-2.4		1	8		2	7	
III								
	III-1.1			10			10	
	III-1.2		2	8		2	8	
	III-2.1		2	8		2	8	
	III-2.2		1	9		1	9	
	III-2.3		1	9		1	9	
	III-2.4		1	9		1	9	
	III-2.5		1	9		1	9	
	III-2.6		1	9		2	8	
	III-2.7		1	9		1	9	
	~~III-2.8~~							
IV								
	IV-1.1		1	9		1	9	
	IV-1.2		1	9		1	9	
	IV-1.3		2	8		2	8	
	IV-1.4		3	7		3	7	
	IV-2.1		1	9		1	9	
	IV-2.2		1	9		1	9	
	IV-2.3		1	9		1	9	

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MASTER LIST
CONCEPT AREAS AND COMPETENCIES

UNIT ONE: DEVELOP MATURE RELATIONSHIPS

I-1 UNDERSTANDING OURSELVES

- I-1.1 Differentiate between hereditary and environmental influences on personality.
- I-1.2 Evaluate your personality.
- I-1.3 Identify Basic Human Needs.
- I-1.4 Identify characteristics of Maturity.
- I-1.5 Identify Personal Values.

I-2 RELATING TO OTHERS

- I-2.1 Recognize characteristics of friendships.
- I-2.2 Develop methods of coping with parental-youth conflicts.

I-3 MAKING PERSONAL COMMITMENTS

- I-3.1 Explain the functions of dating.
- I-3.2 Distinguish between positive and negative types of love.
- I-3.3 Identify desirable qualities of dating partner
- I-3.4 Select a life style.

I-4 APPRAISING PERSONAL DECISIONS

- I-4.1 Make decisions.
- I-4.2 Analyze possible consequences of the use of alcohol, smoking, & drugs.
- I-4.3 Analyze possible consequences of pre-marital standards of behavior.

UNIT TWO: PREPARING FOR MARRIAGE

II-1 SELECTING A MATE

- II-1.1 Identify the criteria for wise mate selection.
- II-1.2 Identify functions of engagement period.

II-2 PREPARING FOR THE WEDDING

- II-2.1 Identify legal restrictions on marriage.
- II-2.2 Plan a wedding.
- II-2.3 Plan a reception.
- II-2.4 Plan a honeymoon trip.

UNIT THREE: ESTABLISH A HOUSEHOLD

III-1 PLANNING A CAREER

- III-1.1 Explore first career choice.
- III-1.2 Identify factors that lead to career success.

III-2 DEVELOPING CONSUMER SKILLS

- III-2.1 Plan a budget.
- III-2.2 Complete banking transactions.
- III-2.3 List advantages and disadvantages of credit.
- III-2.4 Identify types of insurance.
- III-2.5 Select appropriate dwelling.
- III-2.6 Identify items to furnish a selected dwelling.
- III-2.7 Compute cost of an item purchased on credit.

UNIT FOUR: FAMILY INTERACTIONS

IV-1 EXPANDING FAMILIES

- IV-1.1 Identify family life stages.
- IV-1.2 Idneityf roles of family members.
- IV-1.3 Determine conditions that influence the best time to become a parent.
- IV-1.4 List characteristics of a good parent-child relationship.

IV-2 SOLVING FAMILY PROBLEMS

- IV-2.1 Distinguish between productive and destructive quarreling.
- IV-2.2 Cope with stress and tension.
- IV-2.3 Identify family crisis situations.

IV-3 LEGAL TERMINATION OF MARRIAGE

- IV-3.1 Identify the three ways to terminate a marriage.
- IV-3.2 Explore the reasons for some divorces.
- IV-3.3 Identify how divorce affects the family.
- IV-3.4 Describe the effects of remarriage on the family.

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BALANCE SHEET

	Budget Req. from State	Exp. to Date	Local Contribution	Inkind Contribution
I. Salaries				
1. Project Director	----	----	Many hours	----
2. Teachers for writing	$ 1,745.00	$ 1,745.00	----	$ 605.00
3. Typist	320.00	321.60	----	----
Sub Total	$ 2,065.00	$ 2,064.60	----	$ 605.00
II. Materials & Supplies				
1. Paper & Materials	$ 40.00	40.00	----	----
2. Postage	50.00	80.49	$ 13.68	----
Sub Total	$ 90.00	$ 120.49	$ 13.68	----
III. Travel				
Richmond Workshop for Director of projects (at 18½ per mile & meals)	$ 200.00	$ 143.95	----	$ 45.00
Telephone calls	----	60.86	$ 17.52	----
IV. Fixed Charges	$ 145.00	$ 140.30	----	----
Grand Total	$ 2,[illegible].00	$ 2,530.20	$ 31.20	$ 650.00